



SEND Interventions 22-23

Intent

At Keir Hardie we aim to deliver an ambitious and inclusive curriculum for all our pupils. While providing this, we recognise that some children, for a multitude of reasons, have gaps in their learning. Through specific and focused interventions, which make links in their learning, we aim to accelerate progress and close these gaps, so our children are able to fully access the curriculum. Thus resulting in them being able to acquire new knowledge and skills and embed them across all subjects.

The interventions chosen are an integral part of the aim to embed quality first teaching at Keir Hardie, they also link to whole school priorities; developing vocabulary, fluency in maths and reading as well as building pupil resilience.

There are 3 stages known as 'waves' that outline the provision that we provide for our pupils.

Wave 1	Wave 2	Wave 3
Wave 1 is the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new vocabulary; use of lively, interactive teaching styles that make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.	Wave 2 is a specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs. (interventions are a 6-8 week cycle)	Wave 3 is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions. Wave 3 interventions are for pupils with HNF and EHCPs

Implementation

Whole school interventions have been designed to narrow the gaps with underperforming groups from each cohort (see data) - informed from baseline assessments. Baseline assessments have informed the whole school provision. Interventions have been outlined with 3 specific areas:

- Developing pupil communication and language
- Develop fluency in basic skills - reading, writing & maths
- Use pre-teach and catch-up to narrow the gaps for underperforming groups

Pupils are identified for interventions through triangulation between PPMs, data and assessments from the class teacher. Interventions are delivered by teachers, teaching assistants as well as the speech and language therapist. All interventions are assessed with baseline, midpoint and exit data to assess the impact of the intervention.

Consistent records for interventions are kept, running records show the progress of the interventions. These are regularly monitored by the phase leader, reading leader and the SENCo.

All TAs are provided with regular CPD to be able to effectively deliver the interventions, either by the SENCo, phonics leader or the speech and language therapist.

Nursery	Motor Skills table tops	Box clever	ACI (SALT)	Let's get moving		
Reception	Motor skills table tops	Box clever	Narrative group	Let's get moving	Hold a sentence	
Year 1	1:1 phonics	Maths catch-up	1:1 reading	Hold a sentence	Colourful semantics	LEGS
Year 2	1:1 phonics	Pre teach maths	reading for fluency	EAL English	Colourful semantics	LEGS
Year 3	EAL English	Grammar	Reading for fluency	Pre-teach maths	LEGs	Zones of regulation
Year 4	EAL English	Handwriting	Reading for fluency	Fluency: multiplication	Maths pre-teach	Zones of regulation
Year 5	Pre-teach (early morning)	Basic skills	Reading for fluency	catch-up	Lego therapy	
Year 6	Pre-teach (early morning)	Basic skills	Reading for fluency	Toe by Toe	catch-up	

Impact

Our impact on SEND is best seen on a visit to Keir Hardie where regardless of level and type of need, children with SEND are supported to achieve their full potential and are entirely included in every element of school life. We are proud of our provision, ethos and the resulting progress, as well as our nurture of the children and their families in our care.

Our impact on SEND is summarised here:

- We are an inclusive learning environment with a wide range of support available.
- Children with SEND can engage with all aspects of the curriculum with suitable adjustments made where necessary.

- **Children's individual differences are celebrated and provision is designed to meet each child's varied needs. Therefore this may look different in each class as teachers tailor the learning environment and lessons to the needs of the pupils in their class.**
- **Parents and carers are actively involved in all decision-making, including determining whether SEND support is required and with outcome planning.**
- **Parents' views and contributions are welcomed and valued.**
- **We have a strong partnership with outside agencies, to inform developments to wider school SEND provision.**
- **Our children with SEND make accelerated progress from their starting points academically, personally and socially. This is evident in the data we collect**